



ST BEDE'S
CATHOLIC PRIMARY SCHOOL

St Bede's is a community
Of faith, love and respect
Inspiring us to achieve

Policy Dated- March 2023

Adopted by St Bede's Governing Committee

Date next reviewed- March 2025

Headteacher Signed- *T Worrall*

Chair of Governors Signed- *D Wallace*

Behaviour

Policy

St Bede's Catholic Primary School
Behaviour Policy

At St Bede's Catholic Primary School our behaviour policy is based on the Christian principle of love and respect for each other.

**"Love one another as I have loved you."
John 15 v 12**

Our vision statement underpins not only our philosophies, but also our principles and our day to day practice.

St Bede's is a community of faith, love and respect - Inspiring us to achieve

As a Catholic School, we focus on the Gospel Values – particularly those of truthfulness and compassion. The strategies that we implement focus on forgiveness, understanding and empathy.

Our Expectations

- All children to make positive learning choices
- Parents play a crucial role in promoting the school's positive behaviour policy
- Staff provide a stimulating curriculum to enable all learners to succeed
- Presence of positive relationships, all relationships are built on mutual respect
- Positive and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals. Adults within the school environment have a duty to provide positive role models in all areas of behaviour
- A clear and consistent approach to behaviour management help children to behave
- Intrinsic motivation is to be harnessed at St Bede's. The aim is that the children at St Bede's achieve because they want to for themselves.

Our Approach to Positive Behaviour

Some examples of intrinsic behaviour rewards are

- taking part in an activity because it's fun and you enjoy it rather than doing it to win an award
- learning a new thing because you like the experience, not because your teacher says you have to
- volunteering because you feel content and fulfilled rather than needing to do it because you have been asked
- painting a picture because you feel calm and happy when you do so rather than because you have to create something

We anchor good behaviour through encouragement, recognition and rewarding the children. Some extrinsic strategies include

- sincere, precise and timely, verbal and written praise
- positive recognition through class and whole school strategies (e.g. class and whole school recognition board)
- positive feedback to parents via postcards home or verbal feedback
- positive visits to other staff
- recognition of the use of St Bede's Spark's attributes

Care is taken to reduce the risk of overuse of extrinsic, material rewards.

Zones of Regulation

We use Leah Kuyper's Zones of Regulation throughout school to allow the children to understand and be aware of feelings, energy and alertness levels. They are encouraged to explore and adopt the tools needed for regulation between the coloured Zones depending upon the particular task they are engaging with. See appendix.

House System

We have a house system so children can feel more connected to and involved with the community around them. Boards in the school hall celebrate the house system. This is not a competition-based system, the aim is that the children have a joint pride in being within a smaller community within school that spans the whole age range of school.

The houses are named after the main gospel writers, St Matthew, St Mark, St Luke and St John.

St Bede's Sparks

In order to encourage good learning behaviours in school we have a system, called St Bede's Sparks, where the children are able to associate with characters that display a variety of learning behaviours. Children are rewarded with merits when they display the behaviours. These merits are recorded jointly within the house system. See appendix.

Calm Zone

We recognise that at times some children may need the calm zone. This is used in school to allow children a safe space when they may feel overwhelmed or dysregulated in some way. The use of the calm zone is monitored carefully. This area is not to be used in the redirection steps as a consequence.

Gaining children's attention

St Bede's operate a very clear approach to how we gather a class or larger group together quickly. The following process is to be used by all staff.

- raise your hand and say the word STOP

- then say
 - finally say
 - wait for all pupils
- EVERYTHING DOWN
EYES ON ME

Greeting children

The start of the school day sets the tone for the rest of the day. All children receive a warm welcome as they enter school. Children will be greeted by a member of staff as they enter school either directly into their classroom or via the main office.

Meditation

We use meditation daily to allow the children to refocus. At its most basic definition, meditation is a method that helps people relax. We meditate at St Bede's so that the children have protected time every day but also so that they learn a life skill for the future.

Redirection steps

In combination with the use of the Zones children may need reminders about positive behaviour.

Staff may use non-verbal and verbal strategies that may include

- a reminder of expectations referencing whether the child needs to regulate to move to the correct 'Zone'
- a redirection/distraction
- gentle encouragement
- sitting next to an adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

Staff will determine the strategy used depending upon each situation and child.

On the occasion where negative behaviours escalate, staff will make it clear to the child how the behaviour is unacceptable using a well thought through script. Adults are expected to de-escalate skilfully. See appendix

Should there be a continued choice over time, by the child, which impacts on theirs or their peers' learning; a behaviour plan may be introduced in collaboration with parents and SLT.

Our redirection steps

If a child has not modified their behaviour following the initial intervention by an adult the following steps will take place. Throughout the whole redirection process the highlighted behaviour is the ultimate aim. Any secondary behaviour is to be treated carefully i.e. if a child redirects their actions but mumbles under their breath this *may* be ignored. The staff member would use their professional judgement.

Step One: The warning



warning

- A clear verbal **warning** directed at the child making them aware of their behaviour and clearly outlining the consequences.
 - The child will be told that this is a warning and will be reminded of their previous good conduct to prove that they can make good choices.

Step Two: The Caution



caution

- A clear verbal **caution** directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make good choices.

Step Three: The time out



time out

- The child is directed to take a 2-minute egg timer (EYFS) 3-minute egg timer (KS1), a 5-minute egg timer (KS2). They may remain in the classroom or leave to go to an appropriate location depending on the time of day and staff in class. This is not one defined place in school – each individual case will be decided upon using the staff member's professional judgement. In the case of early years, the child will go to an area within the setting. This should not be the calm zone.
- The child may not need to be escorted to the time out area by a member of staff. Staff will use their professional judgement.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour allowing the child to regulate. This is not the time for the adult and child to discuss the incident
- At the end of the time out the child returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the adult leading the session requires assistance this should be sought.

As part of our restorative approach to behaviour management, the child and adult will meet as soon as is practical afterwards to discuss the behaviours and strategies to alter future behaviours.

Staff ordinarily should not jump the consequence steps. In usual circumstances it should not be possible to go 'straight to time out'. Using professional judgement though a member of staff may alter if the behaviours create a danger.

Sanctions for Poor Behaviour

The school employs a number of sanctions for when choices made result in negative behaviour. These include:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task at a convenient time. It may result in this task being completed at home in collaboration with the parents - this is a last resort.
- If a child is disruptive in class, the teacher gives them a verbal reminder referencing the Zones. If a child misbehaves repeatedly, they may be removed from the rest of the class until they are able to work sensibly again with others.
- If the negative behaviour continues a graduated approach will be used whereby the child speaks with additional member(s) of staff. This may be a member of SLT.
- using the professional judgement of the staff member, we will be proactive in contacting parents to share our concerns about their child's behaviour.
- A joint approach to improving the child's behaviour will be sought with the parents at a meeting.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and removes the child from the classroom.

Playground sanctions

If a pupil is behaving inappropriately during break or lunch time, staff on duty will follow the steps as above. Time out will be either next to an adult on duty or to the side of the playground where they are visible.

If inappropriate behaviour continues, a message will be sent to a member of SLT who will intervene. Ordinarily staff on lunch breaks are not to be disturbed to deal with behaviour incidents.

Serious Incidents:

It is recognised that for some children further sanctions may need to be used and an exclusion either internal or external may be the course of action. Any exclusion would be used as a last resort.

Examples of serious incidents are;

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form
- throwing objects with the intention to harm or hurt someone

- the use of discriminatory language or behaviours
- carrying an offensive weapon
- deliberate use of the Internet that could endanger themselves or others

The list above is not exhaustive.

Following an investigation by staff (if true), in the first instance, the result will be an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the Headteacher, and in her absence, the Deputy Headteacher.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- causing disorder which may result in injury
- hurting themselves or others
- damaging property

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

Working with parents/care givers

Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.

Working in partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational Psychologists (Ed Psych)

- Primary pupil referral units
- CAMHS (Child & Adolescent Mental Health Services)
- HINT team (High Incidents Needs Team)
- Young Carers group

Additional SEMH support

We understand that for some children, additional support may be needed for the teaching of positive behaviours. Support may be through inclusion in a nurture group or activity or support via the school counsellor.

Linked policies:

Safeguarding

Anti bullying

Social media

St Bede's Sparks

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and discipline in schools <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schoolsm>

screening and confiscation at school <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The Equality Act 2010 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Supporting pupils with medical conditions at school

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3>

It is also based on the special educational needs and disability (SEND) code of practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition, this policy is based on: Section 175 of the Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/section/175> which outlines a school's duty to safeguard and promote the welfare of its pupils Sections 88-94 of the Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/section/88> which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendix

The Zones of Regulation

The Zones of Regulation is a curriculum designed to foster self-regulation and emotional control created by Occupational Therapist Leah M. Kuypers.

We took the decision to roll out our use of The Zones of Regulation, previously used with identified individuals, as a whole school approach as we felt that these were relevant and valuable skills for all of our pupils to learn and develop. We have also found that it has helped us to develop a common language across the school through which to discuss emotions and behaviours.

Teachers share the content of the curriculum flexibly with their classes in line with their age and stage of development and in response to the needs of the cohort. Some individuals and small groups work more intensively with the materials to support their particular needs. Some content is covered in assemblies for the whole school to access. All learning areas have the Zones on display.

What is self-regulation?

Self-regulation can be described as the ability to adjust your level of alertness (including your senses, emotions and impulses) to fit the situation you are in and express this through socially appropriate behaviours. For example, the level of alertness required to read a book in a library and that needed to compete in a football match are very different, and the socially expected behaviours in each situation would also differ. It encompasses the skills of self-control, resilience, anger management, impulse control and sensory regulation.

What is 'The Zones of Regulation'?

- A framework to simplify how we think about and manage our feelings and states
- A supportive teaching tool
- It categorises complex feelings and states into four coloured 'Zones'
- It improves the ability to recognise and communicate feelings in a safe, non-judgemental way
- It helps develop 'tools' to move between Zones

It is not:

- A discipline model or behaviour approach
- Punitive or shaming of negative behaviours

The Zones

The Blue Zone: a low energy state where the 'slow' feelings reside, e.g. sad, tired, bored, sick

The Green Zone: the optimum state for the classroom and includes feelings such as: happy, calm, focussed, proud

The Yellow Zone: a high energy state where the 'fizzy' feelings are found, e.g. excited, frustrated, anxious, silly

The Red Zone: an 'out of control' state including feelings such as: angry, aggressive, terrified, elated

- There is no 'bad' Zone, all Zones are 'expected' at different times and in different circumstances
- You can be in more than one Zone at a time
- Some emotions may fall into more than one Zone

Key Language

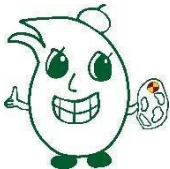
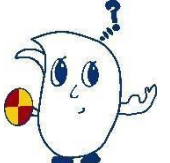


- Toolbox: a collection of calming and alerting strategies a child can draw upon (can be a literal toolbox or a collection of known strategies)
- Tools: calming or alerting strategies that support self-regulation
- Trigger: something that causes the child to become less regulated and increases the likelihood of going into the Yellow or Red Zones
- Stop, Opt, Go: a concept to aid children in controlling impulses and problem solving better solutions
- Expected behaviours: behaviours that give those around you good or comfortable thoughts about you
- Unexpected behaviours: behaviours that give people uncomfortable thoughts about you

- Inner Critic: negative, self-defeating thoughts
- Inner Coach: positive, helpful thoughts

St Bede's Sparks

Through the use of St Bede's Sparks the children will learn how to use Habits of Mind to aid their thoughts. We hope that they will develop a Growth Mindset in children. A Growth Mindset fosters learning goals as oppose to performance goals. People with a learning goal will pursue interesting and challenging tasks in order to learn more, they use mistakes as learning tools and are able to reach ever increasing limits in their achievements.

Who are St Bede's Sparks?

	<p>Have a go Hank</p> <p>Hank is creative so tries new things Uses his imagination Is always positive in his approach to new things He is not afraid to make mistakes He is open to opportunities</p>
	<p>Stick at it Stu</p> <p>Stu always shows perseverance He is determined to achieve what he sets out to do He shows positivity to keep going He has stamina</p>
	<p>Pondering Polly</p> <p>Polly thinks about what she has learnt She reflects upon hers and other people's ideas She applies newly learnt and previously mastered skills to solve a problem Listens to everyone Works in a flexible way</p>
	<p>Make a Choice Mac</p> <p>Always stops to think He considers his options to find the best way to move on If one method doesn't work Mac finds another way Mac works systematically</p>

How can the Sparks be used?

They are designed to be inclusive – all children can access them
 Staff to use Sparks as a way of modelling, tell children when they have used them in their own learning
 Displays in school
 Definition of each character displayed

Teachers identify lessons when they would plan to use the Sparks allowing a balance of the different ones.

There must be an opportunity to use or reference in every lesson

Use in plenaries – children explain theirs and peers thinking, target set for future learning

Independent use – children choose to reference that Spark when working

Children encourage each other to use a character they have not used recently

Children can receive merits when they have used the attributes of the sparks – these are recorded as part of their house

Scripted responses

Scripted responses can help adults to deal with negative behaviours

This is an example:

Positive opening that is factual – not a feeling. Avoid getting into a conversation, this is supposed to be short and sweet e.g. “I’ve noticed you’ve not started your work yet.”

This can be reinforced with your body language. Make sure you are next to the child, don’t call this out from across the room. Be non-threatening, ideally, kneel or allow them to be over you.

Refer to a specific rule – “You know about being ‘Ready’ to start work. Your job is to get on with the task.”

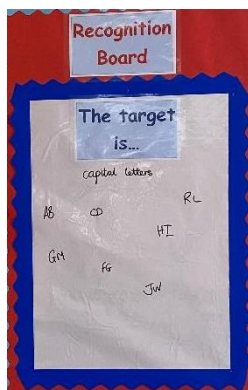
Explain a possible consequence – “Any work that is not carried out at the right time will need to be completed in your time”

Staying positive is vital. “I know that this morning you came straight in from break and got on with your work. That’s what I need to see now. Thank you.” (not please)

Recognition Board

Recognition boards are used in every classroom to show recognition for positive behaviours. The focus can and should change frequently.

Boards will be created so that they are easy to manage. The focus is written in reflection to something that the teacher has determined needs targeting. When a child exhibits this behaviour their initials are added to the board. Initials are only removed when the whole board is cleared.



Flow chart for redirection steps

